

Enrichment provision – Self-assessment



Use this tool to assess your school or college's enrichment provision. It is based around the eight Enrichment Benchmarks.

Scoring

Allocate a score to each statement in the tool. Score the benchmark sub-criteria statements from 1 to 4. You may wish to allocate an overall score to each benchmark.

Score 1: identifying

- Work is being done to understand what is happening, what strengths and weaknesses are, and the actions needed to improve.

Score 2: developing and implementing

- Work is being done to develop, communicate and implement plans, practices and systems to address any weaknesses, and to capitalise on strengths.

Score 3: embedding

- Systems and practices have been introduced that staff, pupils/students, and other relevant stakeholders are following and implementing. The effectiveness of this implementation is being monitored, considering any adjustments that need to be made to ensure practice is consistent and successful.

Score 4: sustaining and stretching

- Policies and practices are successfully embedded to a high standard and used as consistent practice, with buy-in from the whole school or college community. There are appropriate and proportionate mechanisms for ongoing assessment and improvement in the long term.

1. A strategically aligned enrichment offer <i>A school or college has an enrichment offer underpinned by its strategic vision and aligned with its broader priorities, such as attainment, attendance, behaviour, careers guidance, curriculum, personal development and wellbeing.</i>	Score 1 to 4	Evidence base and points to note
1.1 A school or college has a structured enrichment offer that has the explicit backing of senior leadership, is understood by staff, and has a plan for its implementation and monitoring, including roles and responsibilities.	4	Enrichment is strategically led through the Personal Development strand of the TALENTS curriculum. Leadership systematically reviews the PRSHE curriculum, multicultural days, RE provision and enrichment opportunities. Access and participation are planned and tracked, particularly for disadvantaged learners. Roles and responsibilities are clearly identified through the Personal Development leadership structure and SDP priorities.
1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	4	Enrichment directly supports the school's vision of enabling learners to become fulfilled individuals and active, compassionate citizens. Opportunities such as learner leadership, charitable work, careers experiences, employability activities and community events align with curriculum intent and TALENTS curriculum strands.
1.3 A school or college considers how their enrichment offer contributes to achieving development priorities and statutory requirements. They should include this within their school or college development plan (SDP/CDP) where appropriate.	4	Enrichment contributes to Personal Development, Preparation for Adulthood, attendance, wellbeing, careers education and social development priorities identified in the SEF and SDP. Personal Development is a dedicated school improvement priority.
Overall score (/12)	12	

2. A broad and well-rounded enrichment offer <i>Pupils and students have multiple and varied opportunities to engage in purposeful enrichment activities that are fun and can support a thriving childhood and successful transition to adulthood, including through supporting wellbeing and social skills.</i>	Score 1 to 4	Evidence base and points to note
2.1 Every pupil and student has access to a range of activities including at a minimum the following five categories: • Civic engagement – for example, volunteering, debating, school and college democracy, and community engagement • Arts and culture – for example, taking part in and having live experience of music, art, dance, theatre and other expressive arts, and visits to museums and galleries • Nature, outdoors and adventure – for example, time outdoors, climate education and sustainability projects, gardening, residential and camps. • Sport and physical activities – for example, participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school or college, attending live events • Developing wider life and future skills – for example, digital literacy, STEM clubs, enterprise, cooking, managing finances, and (for colleges only) teaching Relationships and Sex Education	3	KLS provides opportunities across all five categories: • Civic engagement – Learner Council, charitable work for Reaching Rwanda • Arts and culture – Multi-cultural Days, productions, performances, themed events • Nature, outdoors and adventure – My Outdoor School, Outdoor Schooling, Outdoor Learning pathway, visits, Duke of Edinburgh • Sport and physical activities – Sports Day, clubs, leisure options, physical development opportunities • Developing wider life and future skills – Employability strand of our curriculum, work experience, independence programmes, college links and careers education
2.2 Delivery takes place regularly across the year whilst recognising that there will be a range of timings, durations and access points. This includes at least some provision within the school and college day, such as within lunchtime clubs or timetabled lesson time.	4	Opportunities are embedded throughout the curriculum, lunchtimes, Friday leisure options, work experience, themed days, assemblies and educational visits across the academic year.
Overall score (/8)	7	

3. A well-communicated enrichment offer that celebrates participation and achievement <i>A school or college has an enrichment offer that is understood by pupils, students and parents, and celebrates participation and achievement.</i>	Score 1 to 4	Evidence base and points to note
3.1 Pupils, students and parents have timely, accessible and clear information about the enrichment offer; including relevant information on the activities, expectations and how to access it.	4	Families receive information through newsletters, coffee afternoons, workshops, TALENTS Meetings, Annual Reviews, curriculum overviews, Earwig and school events.
3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	3	Leaders actively promote participation through equitable access, learner choice and monitoring of enrichment opportunities, particularly for disadvantaged learners.
3.3 Participation and achievement in enrichment is acknowledged and celebrated through, for example: • Certification, awards or assemblies that spotlight engagement • Enrichment contributions recognised in reports or school or college records • Links to personal development or leadership awards	4	Achievement is celebrated through assemblies, newsletters, displays, TALENTS recognition, Headteacher briefings and reporting systems.
3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	4	Learners participate in learner voice activities, learner council, careers planning, annual reviews and TALENTS Journey target setting which support reflection on experiences and future aspirations.
Overall score (/16)	15	

4. An enrichment offer shaped by the school or college community <i>The enrichment offer is shaped with involvement from the whole school or college community, with consideration of its contexts, and a particular focus on pupil and student voice and choice.</i>	Score 1 to 4	Evidence base and points to note
4.1 A school or college ensures that pupil and student voice, in addition to feedback from parents and staff, shapes the development and delivery of its enrichment offer.	3	Learner Council, learner voice systems, parent workshops, consultation events and Annual Reviews influence provision and planning. Leaders explicitly reference learner voice in shaping Personal Development and wider opportunities.
4.2 Where appropriate, pupil or student leadership of enrichment activities is encouraged, with support and guidance from staff or external providers, with appropriate safeguards in place.	4	Learners undertake leadership roles including Learner Council representatives, Sustainability Champions and buddies.
4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	4	Colleague expertise informs delivery through curriculum pathways, specialist interests, pastoral programmes, outdoor learning and employability opportunities.
Overall score (/12)	11	

5. An accessible and engaging enrichment offer <i>The enrichment offer is designed to be accessible and engaging for all pupils and students, including considering any additional needs of vulnerable and disadvantaged pupils and students, young people with SEND, young carers, care-experienced children and young people and those who are persistently absent.</i>	Score 1 to 4	Evidence base and points to note
5.1 A school or college's enrichment offer is equitable, inclusive and accessible to all pupils and students, particularly those at risk of missing out. This includes considering barriers and making practical adjustments for pupils or students with SEND, and disadvantaged pupils and students.	4	KLS is a specialist SEND school and enrichment is designed around individual needs through personalised curriculum lanes and pathways, therapies, nurture provision, communication support and reasonable adjustments. Participation of disadvantaged learners is monitored.
5.2 A school or college has systems to monitor participation, working to understand patterns, identify opportunities, and address barriers, including directly engaging with pupils, students, and parents to encourage participation.	3	Leaders track participation in clubs, trips and enrichment opportunities and prioritise access for disadvantaged learners. Attendance and engagement systems provide additional monitoring.
5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	4	Provision is tailored to learner profiles, Preparation for Adulthood priorities, community engagement and local opportunities available through Bracknell Forest and local partnerships.
Overall score (/12)	11	

6. An enrichment offer that works in partnership <i>Pupils and students have opportunities to experience enrichment activities supported or delivered by high-quality external partners, in addition to opportunities developed within the school or college.</i>	Score 1 to 4	Evidence base and points to note
6.1 A school or college explores opportunities to work in partnership locally, nationally or virtually to broaden and improve the quality of their offer. They ensure their offer leverages expertise and infrastructure available beyond their own staff. Partnerships may include those with: • Local sport clubs, arts organisations, enrichment providers, community or voluntary sector organisations • Museums, science and discovery centres, theatres, libraries, or sport and music venues • Local, regional and national employers, enterprise advisers (employer volunteers), mentors, and other connections made through the local careers hubs • Further and higher education providers • Guest speakers, STEM ambassadors, artists-in-residence, or enrichment collaborations • Philanthropic organisations, including businesses engaging in corporate social responsibility This could support activity including: • Upskilling and resources for delivery of enrichment led by school or college staff • External delivery of enrichment activities and experiences • Off-site trips and visits	3	KLS has strong partnerships with Bracknell Forest, BASS schools, colleges, local employers for example Five Guys, Places Leisure, Ringway, careers services, charities and community organisations. Learners access work experience, college links and Preparation for Adulthood events.
6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	4	Partnerships are reviewed through Annual Reviews, destination planning, employer feedback, careers activities, Trust reviews and ongoing monitoring.

6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	4	Learners and families are signposted to colleges, supported internships, Preparation for Adulthood events, careers guidance and community opportunities.
Overall score (/12)	11	

7. An outcomes-focused enrichment offer <i>A school or college identifies the desired pupil and student outcomes its enrichment offer aims to develop or achieve and tracks these.</i>	Score 1 to 4	Evidence base and points to note
7.1 A school or college considers pupil and student outcomes when designing and delivering their enrichment offer, for example in the following areas: • Educational outcomes and school/college engagement • Social and emotional development • Physical and mental wellbeing • School/college belonging • Essential skill development • Wider community engagement	4	Enrichment is explicitly linked to wellbeing, independence, employability, social development, emotional regulation, citizenship, careers and Preparation for Adulthood outcomes.
7.2 A school or college uses effective systems (appropriate to their educational setting) for collecting and monitoring outcome-related data. They may wish to explore how their Management Information Systems can best be utilised for this purpose.	4	The school uses accredited and certified course results, Earwig, TALENTS Journey targets, learner voice, attendance data, destination data and participation monitoring to evaluate outcomes. Regular moderation and review processes are in place.
Overall score (/8)	8	

8. A continually improving enrichment offer <i>A school or college puts in place consistent and efficient mechanisms to improve the quality and impact of any enrichment activity or the enrichment offer as a whole.</i>	Score 1 to 4	Evidence base and points to note
8.1. A school or college gathers feedback from pupils and students, parents, staff and external partners (where appropriate). Processes for feedback may differ depending on the type of school or college.	4	Feedback is gathered through learner voice, Learner Council, carer and parent workshops, carer and parental surveys, annual reviews, colleague wellbeing surveys and external reviews.
8.2 A school or college works to continuously improve their enrichment offer. Areas to consider as part of this process could include: • Provision and quality of activities across all five categories (2.1) • Participation rates, particularly for pupils at risk of missing out (5.2) • Provision of free, subsidised and paid activities • Impact on agreed desired outcomes (7.1)	4	Personal Development is an active SDP priority. Provision is reviewed through moderation, leadership monitoring, Trust reviews, learner outcomes and stakeholder feedback, leading to ongoing refinements.
Overall score (/8)	8	